DOCUMENT RESUME

ED 475 809 SO 034 725

| | |
|---|---|
| AUTHOR | Best, Tom; Bettis, Norman; Carlson, Richard; Dempsey, Joanne; Greene, Matt; Gunn, Will; Kahl, Colleen; McBride, Lawrence W.; Miller, Arlan; Schrand, Jim; Walk, Fred |
| TITLE | Social Science Performance Descriptors, Grades 1-5. |
| INSTITUTION | Illinois State Board of Education, Springfield. |
| PUB DATE | 2002-00-00 |
| NOTE | 82p. |
| AVAILABLE FROM | Illinois State Board of Education, 100 N. 1st Street, Springfield, IL 62777. Tel: 866-262-6663 (Toll Free). For full text: http://www.isbe.state.il.us/ Default.htm. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | EDRS Price MF01/PC04 Plus Postage. |
| DESCRIPTORS | Academic Standards; Elementary Education; Performance Based Assessment; *Performance Factors; *Public Schools; *Social Sciences; *Social Studies; *State Standards; Student Development; Student Educational Objectives; Student Evaluation |
| IDENTIFIERS | *Illinois; Illinois Learning Standards; Performance Levels |

ABSTRACT

The Illinois Learning Standards are state content standards that describe what students should know and be able to achieve in grades K-12. The challenge for the 2000-2001 school year was to produce performance standards that would indicate how well students should perform to meet the state standards. The performance standards describe how well students perform at various points on an educational development continuum. The continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over 10 incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (starting, approaching, meeting, exceeding). Performance standards include four essential elements: (1) performance descriptors, (2) performance levels, (3) assessment tasks, and (4) performance examples. The performance standards supplement the Illinois Learning Standards by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The Illinois social science performance descriptors described in this booklet are for grades 1-5. The booklet consists of five sections: (1) "Introduction" (Design for Performance Standards; Vision for Social Science Performance; Intended Use and Interpretation); (2) "Social Science Performance Descriptors"; (3) "Glossary"; (4) "Relationship of Performance Descriptors to National and State Standards"; and (5) "References" (n=13). (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 809

# Illinois State Board of Education

## SOCIAL SCIENCE PERFORMANCE DESCRIPTORS

## GRADES 1-5

SO 034 725

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

G. Lieberman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



BEST COPY AVAILABLE



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

# RESPONDING TO THIS DOCUMENT

We welcome your response to this document.

Feedback should be sent to:

Division of Curriculum and Instruction (E-418)
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

OR

via e-mail to: rcarlson@isbe.net

© 2002 by the Illinois State Board of Education. All rights reserved. No portion of this text may be copied, reproduced, or distributed without written consent of the Illinois State Board of Education.

Permission to make copies of this document is granted to all Illinois Public Schools.

# CONTENTS

Acknowledgements ..... iv

Introduction ..... 1

Design for Performance Standards ..... 1

Vision for Social Science Performance ..... 3

Intended Use and Interpretation ..... 7

Social Science Performance Descriptors ..... 10

Glossary ..... 65

Relationship of Performance Descriptors to National and State Standards ..... 78

References ..... 79

# ACKNOWLEDGEMENTS

**Writers**
Tom Best, Monmouth Junior High School, Monmouth CUSD #38, Monmouth
Norman Bettis, Ph.D., State Coordinator, Illinois Geographic Alliance, Illinois State University, Normal
Richard Carlson, Illinois State Board of Education
Joanne Dempsey, Executive Director, Illinois Council on Economic Education, DeKalb
Matt Greene, Edison Junior High School, Pekin Public School District #108, Pekin
Will Gunn, Lincolnwood High School, Panhandle CUSD #2, Raymond
Colleen Kahl, Pekin High School, Pekin Community High School District #303, Pekin
Lawrence W. McBride, Ph.D., History Department, Illinois State University, Normal
Arlan Miller, Pekin High School, Pekin Community High School District #303, Pekin
Jim Schrand, Baldwin Middle School, Quincy School District #172, Quincy
Fred Walk, Normal Community High School, McLean CUSD # 5, Normal

**Reviewers**
Deb Anderson, Hedding Elementary School, Abingdon CUSD #217, Abingdon
Amy Baird, Feisthans School, Springfield School Dist. #186, Springfield
Michael Biela, Hubbard High School, Chicago District #299, Chicago
Kim Blair, St. Joseph Jr. High School, St Joseph Ogden C. C. Dist. 169, St. Joseph
Renee Brandes, Moos Elementary, Chicago District #299, Chicago
Mary Cherny, Baldwin Middle School, Quincy School District #172, Quincy
John Craig, Ph.D., Illinois State Board of Education
Roberta Haney, Big Hollow Elementary School, Big Hollow School Dist. #38, Ingleside
Brian Hipes, Fieldcrest High School, Fieldcrest CUSD #6, Minonk
Brian B. Kahn, Urbana Middle School, Urbana School Dist. #116, Urbana
Janeen McCarthy, Ridgely Elementary School, Springfield School Dist. #186, Springfield
Dan May, O'Fallon High School, O'Fallon CC Scjpp; Dist #90, O'Fallon
Diane Mueller, Normal Community West High School, McLean CUSD # 5, Normal
Linda Sue Tribout, Mascoutah Elementary School, Mascoutah CUSD #19, Mascoutah

We also wish to thank the many social science educators who developed benchmark indicators during the1999-2000 school year. Their work was instrumental in developing the performance descriptors. In particular, we would like to thank the following team leaders:

Lawrence McBride, Ph.D., external chair
Roger LaRaus, Ph.D., elementary chair
Frederick Drake, Ph.D., Dennis Overturf, and Rollie Smith, Goal 14 – political science
Joanne Dempsey, Goal 15 – economics
Lawrence McBride, Ph.D., Goal 16 – history
Dr. Norm Bettis, Ph.D. and Fred Walk, Goal 17 – geography
Dianne Meuller and Don Owen, Goal 18 – social systems

# INTRODUCTION

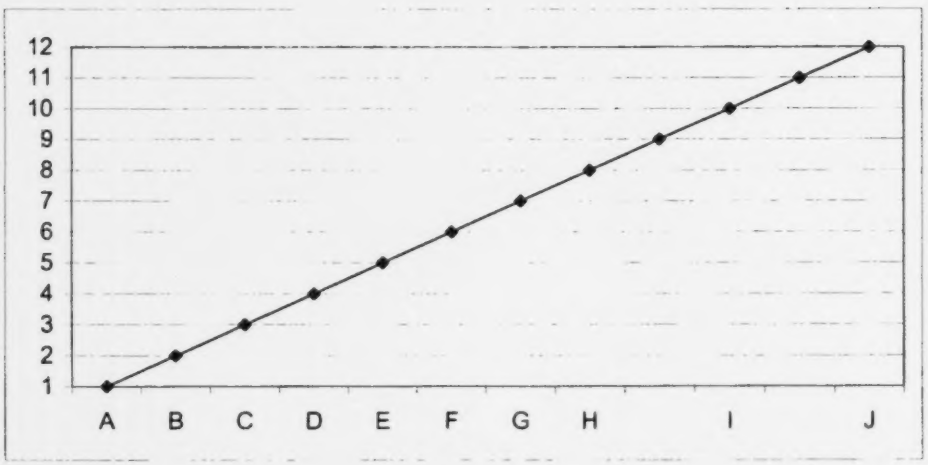
## Design for Performance Standards

The Illinois Learning Standards are content standards that describe *"what"* students should know and be able to do in grades K – 12. Each content standard includes five benchmarks that describe what students should know and be able to do at early elementary, late elementary, middle/junior high, early high school, and late high school.

The challenge for the 2000-2001 school year was to produce performance standards that would indicate *"how well"* students should perform to meet the standards. To address this challenge, a number of perspectives needed to be considered. For example, the National Governors Association[1] raised two pertinent questions policymakers should consider for the design of performance standards:

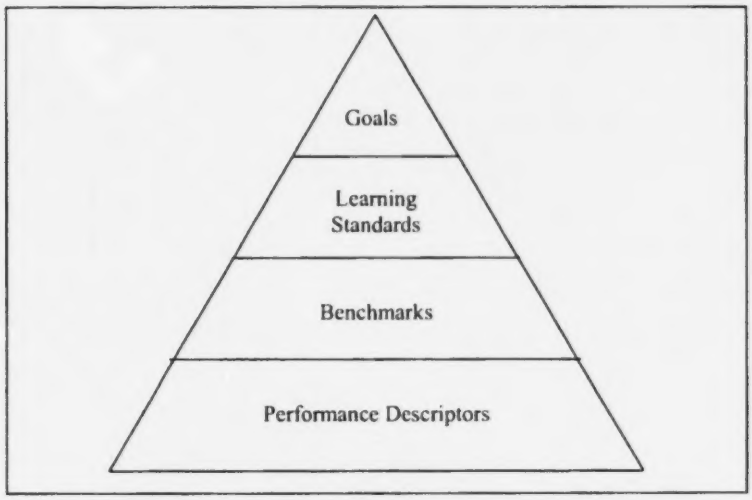
- Do the performance standards indicate the levels of performance students should attain, descriptions of performance at each level, and rules that enable educators to determine whether students have reached a given level?
- Do the performance standards include a range of work . . . to show that students can meet the standards in a variety of ways?

The performance standards describe how well students perform at various points on an educational development continuum. This continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over ten incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (i.e., starting, approaching, meeting, exceeding). Performance standards include four essential elements: performance descriptors, performance levels, assessment tasks, and performance examples.




[1] Ouellette, M. (2000). "Maintaining progress through systemic education reform: Performance standards," Washington, DC: National Governors Association.

The performance standards are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The performance descriptors are a direct outgrowth of the state goals for learning. Whereas the benchmarks filled in detail on each of the standards at five grade-level clusters, the performance descriptors provide additional detail at each grade level.




**Definitions**

***performance standards***: the knowledge and skills that students are to perform at various stages of educational development (*performance descriptors*) and the performance expectations (*performance levels and assessment tasks)* for student work *(performance examples)* at each of the stages.

***performance descriptors***: statements of how students can demonstrate the knowledge and skills they acquired.[2]

***performance levels***: descriptions of how well students have achieved the standards, that is, the range, frequency, facility, depth, creativity, and/or quality of the knowledge and skills they acquired. Students can demonstrate levels of achieving performance standards along six dimensions:

| PERFORMANCE LEVEL = | RANGE + | FREQUENCY + | FACILITY + | DEPTH + | CREATIVITY + | QUALITY |
|---|---|---|---|---|---|---|
| Exceeding | extensively | consistently | automatically | profoundly | inventively | excellently |
| Meeting | fully | usually | quickly | deeply | imaginatively | well |
| Approaching | partially | occasionally | haltingly | cursorily | commonly | marginally |
| Starting | narrowly | rarely | slowly | superficially | imitatively | poorly |

[2] New Standards. Performance Standards. (1997) Washington, DC: The National Center on Education and the Economy.

***assessment tasks:*** descriptions of what students can do to demonstrate they have met the standards and a means for evaluating the levels of their performance.

***performance examples:*** student work samples resulting from the classroom-based assessment tasks that illustrate performance levels.

**Template For Expanded Performance Descriptors**

| BENCHMARKS ⇒ | early elementary | | | late elementary | | middle/ junior high | | | early high | late high |
|---|---|---|---|---|---|---|---|---|---|---|
| STAGES ⇒ PERFORMANCE LEVELS ⇓ | A | B | C | D | E | F | G | H | I | J |
| Exceeding | | | | | | | | | | |
| Meeting | | | | | | | | | | |
| Approaching | | | | | | | | | | |
| Starting | | | | | | | | | | |

## Vision for Social Science Performance

Knowledge and understanding of the social sciences place students in position to understand themselves as citizens within a global society. Each of the social sciences provides information about and gives special insight into the human condition. Social science students demonstrate knowledge and understanding of each of the principal social science disciplines, and give evidence that they understand the relationships among them. Among the integrated social science disciplines are political science, economics, history, geography, sociology, anthropology, and psychology.

In seeking an answer to a question about either the past or present, a student first draws upon the knowledge and understanding provided by each of these social sciences, and then synthesizes the appropriate information to reach an informed and reasonable conclusion. Students of the social sciences employ a methodology that requires them to ask questions, form a hypothesis, collect and analyze a variety of data before drawing a reasonable conclusion that is communicated to other people. When students present their findings, they demonstrate that they have searched carefully and thought critically about the sources of information and the evidence. The knowledge and understanding gained from the study of the social sciences is applied to evaluate differing perspectives on historical, political, economic, geographic, or social issues.

Preparation in the skills of social science inquiry prepares the student to engage in rational decision-making as both an individual and as a citizen.

**Goal 14 - Understand political systems, with an emphasis on the United States.** The preservation and advancement of a free society within a constitutional democracy demands an informed, competent, and humane citizenry. Toward this end, civic education must be provided to students to help them learn, practice, and demonstrate the traits of a responsible citizen. This goal can be accomplished through developmental steps by giving students the knowledge, skills, and opportunities to illustrate their understanding of the following:

- the fundamental concepts, principles, and traditions underlying our political system
- the significance and meaning underlying constitutional documents and court

decisions which have established and continue to shape our political and legal systems;
- the need to respect the civil rights and viewpoints of other individuals and groups;
- the skills needed for participation in political and civic activities
- the relationship the United States shares as part of an international community of nations and regions.

In order to live in a more productive, cooperative, and safe nation and world, we must prepare citizens who can identify, understand, and solve problems affecting an increasingly diverse nation and interdependent world

**Goal 15: Understand economic systems, with an emphasis on the United States.** People's lives are directly affected by the economies around them. All people engage in economic activity: saving, investing, trading, producing and consuming. By understanding economic systems and learning the economic way of thinking, students will be able to make informed choices and more effectively use resources. Such understanding benefits both individuals and society as a whole.

Initially, young students should gain knowledge of basic economic concepts and develop the basic skills of economic decision-making that will enable them to:
- make good consumer choices;
- develop the habits of saving and investing;
- recognize the connection of what they learn in school to their future work opportunities;
- and recognize the contribution of governments to their economic world.

As students progress through the stages, additional economic skills will enable them to:
- identify economic problems, alternatives, benefits and costs;
- analyze the incentives at work in an economic situation;
- compare benefits with costs;
- examine the consequences of changes in economic conditions and public policies; and
- collect and organize economic evidence.*

And student knowledge will expand to include:
- an understanding of basic economic concepts that form the basis for logical reasoning about economic issues that affect their lives;
- an understanding of how these basic concepts apply to them as consumers, producers, and voting citizens (personal finance/applied economics);
- comprehension of pertinent facts about the American economy, past and present;
- an understanding that economics provides tools for analysis of economic issues;
- recognition that differing viewpoints on economic issues exist because individuals and groups, even when using the same economic reasoning tools, bring differing criteria (based on values and experience) to the analysis of those issues.*

Gaining economic knowledge and skills will enable students to function more effectively in the economy, assuring that they will be able to both contribute to and benefit from the economic system in which they live.

**Goal 16 - Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.** History encompasses the whole of human experience, from the earliest times to the present. As such, it provides perspectives on how the forces of continuity and change have shaped human life, both our own and others'. The study of history involves more than knowing the basic names, dates, and places associated with an event or episode. This knowledge is an essential first step to historical interpretation of the past, but historical study also moves on to a methodology that develops a deeper understanding within an individual.

Young students should gain knowledge of basic skills of historical interpretation that will enable them to:

- Recognize the importance of the past;
- Provide examples of significant events and people in the past;
- Understand the geographic, social, economic, and political relationships in history; and
- Recognize the contributions of significant people and events in the past to their present world.

As students progress through the stages, historical knowledge will enable them to:

- Explain differences and similarities in major historical eras;
- Use historical skills and sources to further interpret and understand past events, ideas, and people;
- Examine differing perspectives on significant events, ideas, and people; and
- Relate the past to their present world.

Student application and evaluation of these historical skills will include:

- Synthesizing history with the other social sciences;
- Evaluating the causes and effects of major developments in history;
- Predicting the impact of continuity and change across time; and
- Understanding the many viewpoints and perspectives which history incorporates across cultures and eras.

Ultimately, as the student grows in these skills of historical analysis, they will demonstrate an understanding of the profound significance that the past has in their lives and the lives of others.

**Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.** The study of geography is a lifelong learning process vital to the well being of students, the state of Illinois, the United States, and the world. As an integrative discipline that brings together the physical and human dimensions of the world, geography strives to make sense out of the spatial arrangements of people, places, and environments on Earth. Geography is a field of study that enables us to find answers to questions about the world around us. Geographers ask and attempt to answer questions about where something is located, why it is there, how it got there, how it is connected to other things and places, how it is arranged in relation to other things, and the significance of its location.

It is important that our students are taught the necessary geography content and skills to enable them to:

- function effectively in an increasingly interdependent and interconnected world.
- perform successfully in the workplace.

- participate in civic decision-making.
- understand the connections and relationships among themselves and other people, places and environments at local to global scales.
- compete effectively in the global economy.
- ensure the viability of Earth's environments.
- comprehend the cultures of the diverse peoples who share our planet.
- lead fulfilling and responsible lives.

Geography provides an avenue for understanding Earth, our home. This understanding for our students is more urgent now than ever before because of global relationships. The standards will provide a goal toward which students will strive and a benchmark against which teachers can measure performances.

**Goal 18 - Understand social systems, with an emphasis on the United States.**
Humans belong to groups from the moment of birth. In order to better understand their roles as individuals and group members of a diverse society, students must know and understand how culture has changed and how it is expressed. Students should also understand how and why groups and institutions are formed. When students understand these concepts, they are better able to contribute to their community and society.

Young students should gain knowledge of social systems that will enable them to:
- identify values held by their culture and community;
- recognize how cultures other than their own have influenced their culture;
- identify major social institutions in their community, along with the roles these institutions play; and
- understand how individuals and groups interact to obtain the basic needs of food, clothing, and shelter.

As students progress through the stages, additional knowledge of social systems will allow them to:
- describe how culture is shared and expressed through languages, literature, the arts, and traditions;
- predict how media and technology impact their culture;
- evaluate the effectiveness of social institutions in addressing social problems; and
- relate changes in production and population to changes in social systems.

As students reach the later stages of development, knowledge of social systems should enable them to:
- examine the influence of political, environmental, economic, and technological changes on social systems;
- examine the impact of various sociological and psychological theories on society and culture.
- analyze what it means to live in a pluralistic society; and
- use methods of social science inquiry to study the development and functions of social systems.

## Intended Use and Interpretation

When the task force, charged with writing the expanded performance descriptors for social science, met and discussed the task, we were excited about the possibilities and the potential for helping teachers. In order for the materials to meet their potential, there are several key points the writers would like to bring to your attention before you start looking at this document, and begin to implement changes in the classroom that reflect these expectations for students. What follows is important to the intended use and implementation of this document.

1) **Different goals receive different amounts of emphasis each year.** It is not expected that every topic will be addressed each year. Rather, students will reach a certain depth of understanding of the concepts in social science and acquire certain levels of skill development each year as they progress through school.

   Even though each of the 23 Social Science standards applies to all grades, emphasis on content will vary among grade levels. For example, in the primary and middle grades, the majority of instructional time would address local and regional culture, geography and some history. In middle school, students would learn more about ancient civilizations, United States History, Geography and Government. In high school, students will study in depth to gain a deeper understanding of both the concepts and skills of the social sciences.

2) **The document is intended to be a developmental guide.** Stages are not intended to define grade levels. Instead, they represent the developmental stages of student learning, and show a progression through which students develop understanding of social science concepts and knowledge. As a result, it is not enough for a teacher to look at a single stage and decide what content he or she will teach that year. He or she must look at a series of three stages to see the progression of understanding students should experience in order to move from one stage to the next. For example, a third grade teacher may initially look at the descriptors for stage C. However, not all third grade students would be at that level. Therefore, it would be beneficial to look at stages B, C and D to ensure that students are prepared to move to the next stage.

3) **The document is a curriculum development tool.** The stages of development presented in this document can help a school district develop curriculum that will meet state standards. By using the stages, corresponding curricula can move students through the stages of development without teaching every topic every year. Most units are developed using concepts from all five social science goals throughout the school year. Therefore, not every topic in stage F would be mastered before going on to further study Stage G and Stage H. In this manner the EPDs are used to help develop a curriculum, rather than to prescribe a state-mandated curriculum.

4) **Each stage is intended to represent growth from the previous stage.** An idea is repeated in a stage only if new content or concepts are introduced with respect to that topic. It is assumed that students will expand on their knowledge and skills in each stage. This is designed to remove isolated review from the curriculum. All review should be done in context of the new content being presented.

5) **The document uses appropriate social science terminology.** Occasionally, a reader may encounter an unfamiliar term. It is our hope that a vocabulary shift will occur and the correct social science terms will be used. To assist the reader with terminology used in the descriptors, a glossary written with specific terminology for each of the social science disciplines can be found at the end of this document.

6) **The document is based on the current form of the state learning goals and their benchmarks.** It is assumed that the state goals and benchmarks will undergo continual refinement. This document will need to be revised as that happens. This document has also been carefully aligned with the discipline standards for all of the social sciences. All descriptors are written to indicate the "meets" level of performance for each stage and are not intended to limit instruction. Curriculum should be fluid and change as needed. As such, this document should always be considered a work in progress.

# Social Science Performance Descriptors

**14A** Students who meet the standard can understand and explain basic principles of the United States government.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Name rules and responsibilities that students have at home, in school, and in public places.<br>• Describe rules that help students treat each other fairly.<br>• Demonstrate ways students help each other (e.g., taking turns and sharing).<br>• Explain the consequences of breaking rules.<br>• Give an example of a fair resolution to a conflict among people. | • Tell about some rules and responsibilities that students have in school to help promote order and safety.<br>• Name some of the benefits of sharing and taking turns during games and group activities.<br>• Explain why schools have rules to help students learn.<br>• Produce new rules that could apply to students' lives at home or school.<br>• Demonstrate examples of honesty and fairness when playing or working with other students.<br>• Give an example of how governments help people live safely and fairly.<br>• Identify why people need governments to help organize or protect people. | • Distinguish between different kinds of rules and responsibilities as applied in the home, school, and community.<br>• Identify some class or school rules that were determined through democratic decision-making.<br>• Explain some reasons for having rules and laws governing the lives of people.<br>• Identify the names of people who occupy government offices in their community, state, and federal government.<br>• Explain why people vote and run for political offices in a democracy.<br>• Name historical figures from diverse backgrounds who advanced rights of individuals and groups to promote the common good. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) | Grade 4 (C-D-E) Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**14A** Students who meet the standard can understand and explain basic principles of the United States government.

| Stage D | Stage E | Stage F |
|---|---|---|
| • List reasons for forming a government.<br>• Describe the purpose of the Declaration of Independence, and the Illinois and United States Constitutions.<br>• Recite basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights.<br>• Differentiate between citizenship by birth or naturalization.<br>• Discuss some of the responsibilities adults share in maintaining our local governments and communities (e.g., voting at election time, when asked to serve on community boards or committees they join, paying their taxes, serving on juries).<br>• Defend the position that people in a democracy must have such rights as freedom of speech, freedom of the press, freedom of religion, or freedom of assembly. | • Give examples of civic and personal responsibilities of students and adults.<br>• Explain the characteristics of a "democracy."<br>• Justify why governments need to make rules and laws for people.<br>• Explain the importance of the Declaration of Independence and the Illinois and United States Constitutions.<br>• Define the concept of "unalienable" as it relates to rights expressed in the Declaration of Independence.<br>• Explain how the U.S. Constitution can be amended.<br>• Defend the idea of having a Bill of Rights to outline and protect the rights of citizens.<br>• Summarize the evolution of one of the amendments to the constitution (e.g., its origins, implementation, influence).<br>• Define rule of law. | • Define the concept of "consent of the governed."<br>• Explain the importance of having a written constitution for a government.<br>• Summarize the main points in constitutional documents (e.g., Declaration of Independence, Northwest Ordinance, Preamble of the United States Constitution).<br>• Identify the basic similarities and differences between the Illinois and United States Constitutions.<br>• Name the courts and judicial officials established to operate within the local, state, and federal governments.<br>• Distinguish between the characteristics of a limited and unlimited government. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**14B** Students who meet the standard can understand the structures and functions of the political systems of Illinois, the United States, and other nations.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify persons who are authority figures in their home, school, and community.<br>• Describe a person who provides positive leadership for others.<br>• Name a person who has served as President of the United States.<br>• Identify a type of official who has an office or role within a government (e.g., mayor, Congressman, President).<br>• Name a duty, job, or responsibility of a government (e.g., protection of the people, make laws). | • Identify the officials and political bodies that form the organization of their local government (mayor, police chief, justice of the peace).<br>• Name the current President of the United States.<br>• Identify important services provided by local governments to people (e.g., police and fire protection, parks departments). | • Identify current leaders within their local governments.<br>• Name both the current President and Vice President of the United States.<br>• Identify the current Governor of the State of Illinois.<br>• List the names for the levels of government found throughout the United States (city, county, state, federal, or national).<br>• List the three branches of government found within the state and federal government.<br>• State the names of the two houses of the U.S. Congress.<br>• Compose a definition of "state government."<br>• Explain the role that state governments play in the lives of people.<br>• Explain how local government has an influence over the lives of people in their community (e.g., they create speed limits, rules about allowing pets to run free).<br>• List some examples of government services in their communities that serve to help people and improve their lives (e.g., libraries, park programs, employment offices). |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**14B** Students who meet the standard can understand the structures and functions of the political systems of Illinois, the United States, and other nations.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Name people from Illinois who serve in the U.S. Congress.<br>• Compose a definition for a "national government."<br>• Summarize the function of the three branches of government found within the state and federal government.<br>• Compare and contrast how local and state governments provide services to people.<br>• Distinguish between the powers and responsibilities of local, state, and federal government. | • State the names of the two houses in the Illinois state legislature.<br>• Describe the purpose behind the principles of division and sharing powers among the executive, legislative, and judicial branches.<br>• Describe the system of checks and balances between the three branches of the federal government.<br>• Differentiate between the characteristics of criminal and civil trials. | • Describe the characteristics of a two-house legislature.<br>• Explain the reasons for having the system of checks and balances as part of the organization of the federal government.<br>• Define the roles and responsibilities of top officials in Illinois State government (e.g., Governor, Sec. of State).<br>• Explain the distributed and shared powers of the local, state, and federal government. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**14C** Students who meet the standard can understand election processes and responsibilities of citizens.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Discuss decision-making in their lives.<br>• Describe a situation where people vote to resolve their differences and decide what to do.<br>• Lead a class vote over something the class would like to do.<br>• Explain why majority rule is used in group decision-making (e.g., voting for food at a class party). | • Discuss a situation in their home or school that illustrates people being responsible in their duties or job.<br>• List examples of responsible student classroom behavior.<br>• Summarize the outcome of classroom decision-making in terms of what was decided by the majority of the students.<br>• Identify elected leaders (e.g., mayor, governor, president). | • List examples of various ways responsible students work together to help classmates.<br>• Identify examples of rights and responsibilities students share within a school.<br>• Predict the benefits of acting responsibly in their classroom.<br>• Describe ways in which more than one classroom can work together to help their school.<br>• Determine rules for choosing classroom leaders.<br>• Compose a definition for the term "representation."<br>• Explain why in a democracy people choose to vote on important issues or for offices. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**14C** Students who meet the standard can understand election processes and responsibilities of citizens.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Explain the significance of the rights and responsibilities students share within a school.<br>• Predict the consequences of people not acting responsibly in their communities.<br>• Explain why a person might choose to vote for one candidate for President of the United States over another candidate.<br>• Identify historical events during which various groups have won their right to participate within the electoral process (e.g., 15th and 19th Amendments). | • Describe situations in their home, school, or community where the rights of minorities have been respected.<br>• Predict the consequences of ignoring the rights of other people in public places (e.g., smoking in a crowded theater).<br>• Explain how an individual or group has solved a problem in their community.<br>• Identify voting requirements. | • Create a list of ideas that would encourage more civic responsibility among people.<br>• Explain the role of a citizen in choosing leaders.<br>• Illustrate how people are elected to all levels of our government.<br>• Analyze historical events involving the extension or denial of political and electoral rights of various citizens or groups of people. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**14D** Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Name a student or parent group that serves their school.<br>• Describe a person in the community who helps to improve the lives of others (e.g., community center director, day care providers).<br>• Identify a government official or public servant carrying out their duties or responsibilities (e.g., a police officer arresting a criminal, lifeguard teaching swimming at the city pool). | • Identify a student or parent group that serves the school.<br>• State the interests of students and adults involved in a school project (e.g., a fund raising activity to buy and build new playground equipment for their school).<br>• Tell how a student should express ideas in a respectful manner to another student or to teachers.<br>• Recognize the responsibilities of local government. | • Explain what is meant by the idea of "the common good of the people."<br>• Describe a situation wherein the common good supercedes the interests of individuals.<br>• Explain why people join public interest groups (e.g., PTA, historical societies, non-governmental organizations).<br>• Identify some non-profit agencies or civic groups that serve the common good (e.g., Red Cross). |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**14D** Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Explain why someone would join a non-profit or civic group that serves the common good (e.g., Red Cross).<br>• Describe a way that a president used political persuasion to shape public policy (e.g., State of the Union Address, press conference, meeting with members of a Congressional committee).<br>• Identify a controversial issue in the community.<br>• Identify the names of major contemporary political parties. | • Describe a situation where minority rights may supersede the wishes of the majority.<br>• Produce a plan to increase student and/or parent involvement in school activities.<br>• Define the concept of "lobbying" to influence public opinion or legislative decision-making.<br>• Explain ways that individuals and groups influence the shaping of public policy.<br>• Compare/contrast contemporary and traditional forms of political persuasion (e.g., speeches and parades with Internet, faxes, electronic mail). | • Summarize an individual's or group's motivation for participating in the shaping of public policy.<br>• Analyze actions taken by governments to improve the lives of people.<br>• Analyze ways in which the media is used by political parties and interest groups to influence public opinion.<br>• Explain how political parties and interest groups affect legislation.<br>• Describe an historical event or period in which political parties influenced public policy. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**14E** Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify a country other than the United States to which a person can travel.<br>• Recognize the titles for heads of government (e.g., presidents). | • Tell about someone that students have seen or met (e.g., on television, in a book, in the neighborhood) who lives in another country.<br>• Tell about food from other countries.<br>• Identify a product or artifact that comes from another country (e.g., food, toys). | • Describe an example where the people of the United States and people from other countries might need to cooperate to solve a common problem.<br>• Tell about people who have come from other countries to live in the United States. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**14E** Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Name an international organization of which the United States is a member (e.g., United Nations).<br>• Identify the role of the president in making foreign policy decisions.<br>• Describe how the interests of the United States and other nations may or may not allow for international cooperation. | • Summarize how nations interact to avoid conflict (e.g., diplomacy, trade, treaties).<br>• Identify government branches and offices at the federal level that are responsible for conducting foreign affairs.<br>• Identify a treaty the United States has signed with another country.<br>• Describe how a specific issue (e.g., trade, resources, human rights) has affected a president's foreign policy. | • Identify a political tradition or custom that had its origin in another country (e.g., representative government).<br>• Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF).<br>• Explain the costs and benefits of an historical treaty the United States has signed with another nation or international organization. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**14F** Students who meet the standard can understand the development of United States political ideas and traditions.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Give reasons for being honest and truthful when talking and working with other people.<br>• State the benefits of showing respect for the ideas and property of others.<br>• Name a holiday with political significance.<br>• Identify a patriotic symbol of the United States (e.g., flag, bald eagle).<br>• Describe what freedom means.<br>• Recite the Pledge of Allegiance. | • Identify an example of behavior that shows someone showing good citizenship (e.g., recycling, being honest when being questioned).<br>• Give examples of people being honest and truthful when working with others.<br>• Describe how a holiday such as the Fourth of July represents the idea of freedom.<br>• Describe how a holiday such as Veteran's Day represents the idea of sacrifice to preserve freedom.<br>• State reasons why people benefit from basic rights such as freedom of speech. | • Identify examples of people who are famous for being honest and truthful (e.g., Abraham Lincoln returning change).<br>• Define the concept of "Patriotism."<br>• Identify reasons why people have chosen a democracy for their plan of government.<br>• Define the concept of "liberty."<br>• Identify an artistic expression (e.g., song, painting, film) that illustrates the traditions important to our political system and concept of freedom.<br>• Recognize the state flag and motto of Illinois.<br>• Explain the purpose of the Pledge of Allegiance. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**14F** Students who meet the standard can understand the development of United States political ideas and traditions.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Describe values that have formed the foundation of our American democratic system (e.g., the love of liberty, respect for individual rights).<br>• Summarize the meaning of the words, sounds, or images in an artistic expression that illustrates the traditions important to our political system and concept of freedom (e.g., music and lyrics to the Star Spangled Banner, painting of George Washington crossing the Delaware River).<br>• Explain the significance of political symbols and mottoes of the United States (e.g., E Pluribus Unum, the Flag, the Statue of Liberty, the bald eagle, the Great Seal, oaths of office). | • Describe examples of the development of basic freedoms for the people of the United States.<br>• Discuss consistencies and inconsistencies expressed in United States political traditions and actual practices (e.g., freedom of speech, the right to bear arms, slavery, voting rights).<br>• Compare the similarities found in national symbols, legends, or stories that have emphasized the value of such principles as freedom, liberty, preservation of the Union, etc.<br>• Describe historical examples featuring the denial or extension of civil rights to various individuals or groups.<br>• Identify significant changes in communication or technology that have had an affect on the spread of political information and influence (e.g., telegraph, television, Internet). | • Give examples of events where people have had to fight to win their equality.<br>• Illustrate conflicts over the rights and freedom of competing individuals or groups (e.g., a novel about two families from the north and south during the Civil War).<br>• Compare the arguments of competing public interest groups on constitutional rights (e.g., rights of gun owners versus those who advocate greater restrictions on gun ownership). |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Standards

**15A** Students who meet the standard understand economic systems, with an emphasis on the United States.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify goods and services from a set of pictures of goods and services.<br>• Describe a choice they have made and explain why they had to make a choice.<br>• Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children).<br>• Describe jobs they do at home.<br>• Identify workers they see at school and in the community. | • List and categorize goods and services families consume.<br>• Explain how a family made a choice.<br>• Identify at least three ways in which a scarce item might be distributed in the classroom (e.g., 10 cookies for 20 children).<br>• Identify jobs students might do to earn pay.<br>• Identify jobs adults do.<br>• Match workers in the community to the goods and services they produce. | • Explain why a choice must be made, given an example of a limited resource and a list of alternative uses for the resource.<br>• Analyze the advantages and disadvantages of distributing a good or service in different ways.<br>• List jobs people do to earn wages.<br>• Identify producers of goods and services in the community.<br>• List the sources of money in their life, and identify money they receive for work. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Standards

**15A** Students who meet the standard understand economic systems, with an emphasis on the United States.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Identify the productive resources (human, natural, capital) used in the production of goods and services they use<br>• Identify alternative uses for a given a set of productive resources.<br>• Define labor (i.e., human resource used to produce goods and services).<br>• Explain how wages or salaries (the price of labor) act as incentives for people to provide labor.<br>• Distinguish between "unemployed" and "non-employed" persons in the economy.<br>• Identify skills and knowledge needed for a job. | • Explain how a market economy answers the three basic economic questions:<br>o What to produce?<br>o How to produce?<br>o For whom to produce?<br>• Identify the productive resources people sell to earn income.<br>• Identify human resources in their community and the goods and services they produce.<br>• Analyze the relationship between what they learn in school and the skills they need for a job. | • Define productivity.<br>• Demonstrate how productivity increases through the use of technology.<br>• Demonstrate how education and training improve skills and increase productivity.<br>• Explain that in a market economy, producers make the goods and services consumers want. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Standards

**15B** Students who meet the standard understand that scarcity necessitates choices by consumers.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify a choice students have made when buying a good or service.<br>• List goods they want and label them as "wants."<br>• Make a choice between two items and tell what was given up. | • Describe times when students or families have been consumers.<br>• Identify a choice students have made about the use of time.<br>• Choose between two items and correctly identify the item given up as the opportunity cost. | • Match a list of wants with an example of a good, service, or leisure activity that satisfies each want.<br>• Identify a consumer choice made by families and explain why a choice had to be made.<br>• Choose from among three or more items and identify the opportunity cost as the next best alternative. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Standards

**15B** Students who meet the standard understand that scarcity necessitates choices by consumers.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Identify criteria they use when making consumer choices.<br>• Identify the opportunity cost of a recent consumer choice they have made. | • Apply the concept of opportunity cost to choices in the classroom.<br>• Identify factors that affect consumer choices (e.g., prices of goods and services; quality; income; preferences/tastes).<br>• Describe how a large increase or decrease in the price of a good or service would affect how much of that item would be purchased.<br>• Explain why consumers will buy more goods and services at lower prices and fewer at higher prices.<br>• Define prices as what consumers pay when buying goods or services and what sellers receive when selling goods or services. | • Explain that a market exists whenever buyers and sellers exchange goods and services.<br>• Identify examples of people acting as consumers and as producers.<br>• Illustrate the law of demand.<br>• Explain that prices are determined through the buying and selling decisions made by buyers and sellers.<br>• Explain that competition takes place when there are many buyers and sellers of similar products.<br>• Identify markets where there is competition among sellers.<br>• Identify examples of competition among buyers. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Standards

**15C** Students who meet the standard understand that scarcity necessitates choices by producers.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify people who produce goods and services in the community.<br>• List the resources needed to make a simple item. | • Explain that people who make goods and services are producers.<br>• List examples of human, natural, and capital resources. | • List examples of producers in the economy and identify what they produce.<br>• Classify productive resources as human, natural, and capital.<br>• Explain that productive resources are limited. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Standards

**15C** Students who meet the standard understand that scarcity necessitates choices by producers.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Explain that producers will make and sell more of a good or service when the price of that good or service is higher, and will make and sell less when the price is lower.<br>• Define "entrepreneur."<br>• Identify examples of entrepreneurs in the community, state, or world.<br>• Classify examples of human, natural, and capital resources. | • Predict how a large increase or decrease in the price of a good or service will affect how much producers will make and sell of that good or service.<br>• Analyze why producers will produce more goods and services at higher prices and fewer at lower prices.<br>• Identify markets in which there are very few sellers and markets in which there are many sellers.<br>• Identify the characteristics of effective entrepreneurs (e.g., why they are willing to take risks to start new businesses). | • Explain how price is an incentive to buyers and sellers.<br>• Analyze the effect of price changes on buyers and sellers.<br>• Explain that there are incentives other than price that affect people's behavior in the economy.<br>• Provide examples of positive incentives (rewards) that affect economic behavior.<br>• Provide examples of negative incentives (penalties) that affect economic behavior.<br>• Define the law of supply. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Standards

**15D** Students who meet the standard understand trade as an exchange of goods or services.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify exchanges that students have made without the use of money.<br>• Identify exchanges that students have made with the use of money.<br>• List items that students use but do not make themselves. | • Define barter.<br>• Give examples of barter in the economy.<br>• Describe a trade that has been made and why the people agreed to trade. | • Describe a trade students have made and explain how each person gained in the exchange.<br>• List examples of exchanges families make, with and without money.<br>• Describe how money makes exchange easier. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Standards

**15D** Students who meet the standard understand trade as an exchange of goods or services.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Describe a monetary exchange that students have made and explain why they were willing to exchange money for a good or service.<br>• Identify current and historical examples of exchange (both barter and monetary).<br>• Identify the division of labor in a simple production process.<br>• Identify examples of division of labor in the school or the community. | • Explain the benefits of exchanging with the use of money.<br>• Identify the primary functions and services of financial institutions.<br>• Predict how people's lives would be different if they did not trade with others for goods and services they use.<br>• Illustrate how division of labor in a production process can increase productivity.<br>• Explain how division of labor creates interdependence.<br>• Analyze the impact of interdependence on the production process. | • Define imports.<br>• Define exports.<br>• Provide examples of economic specialization.<br>• Identify technologies that exist today that did not exist in the past (e.g., 10 to 20 years ago). |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Standards

**15E** Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify workers who provide public goods and services in the community. | • Identify public goods and services that students or families use. | • Distinguish between public goods and services and private goods and services.<br>• Describe examples of public goods and services in the community or state.<br>• Identify governments as the providers of public goods and services. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Standards

**15E** Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Define public goods and services as those that:<br>o Benefit more than one person at the same time; *and*<br>o Cannot be restricted to only those that pay.<br>• Explain why private providers do not produce goods and services such as streetlights.<br>• Name at least two taxes students or adults pay.<br>• Explain how governmental bodies use taxes. | • Identify public goods and services in the community, state, and nation.<br>• List the types of taxes paid by individuals and by businesses. | • Describe the differences between income tax, sales tax, and property tax.<br>• Identify what people would give up if governments had no power to tax.<br>• Identify what goods and services are provided by various levels of government.<br>• Identify to which level of government certain taxes are paid. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**16A** Students who meet the standard can apply the skills of historical analysis and interpretation.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Give an example of an event that occurred in the past and an example of a current event.<br>• Place a series of events that occurred during their lifetime in chronological order.<br>• Tell why they need to know about their past, and others' pasts.<br>• Use a story or an image about the distant past to tell about what life was like during that period. | • Place a series of events from a chronology (e.g., the student's life) in their proper places on a timeline.<br>• Explain how the individual events on a timeline are related to one another.<br>• Use a story or an image about the past to describe what life was like for people who lived during that period.<br>• Explain why people need to know about the history of those who live in other places. | • Construct a timeline for a given period.<br>• Place a series of randomly ordered events at their proper locations on a timeline.<br>• List the important details contained in an image of life in the past.<br>• Draw a general conclusion about life during a specific period in a specific region or place using a combination of historical sources (e.g., images, artifacts, texts).<br>• List places to look for sources of information about the past.<br>• Tell why the location of where an event occurred helps to explain why and how it happened. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**16A** Students who meet the standard can apply the skills of historical analysis and interpretation.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Place a randomly ordered series of events at the proper points on a timeline to differentiate between BCE and CE time.<br>• Compare life in one region or place during two different time periods using a combination of historical sources.<br>• Describe historical trends using data supplied on a graph or chart.<br>• Describe changes in a region or place using an historical atlas.<br>• List the details found on an historical artifact to determine its manufacture, date, and use.<br>• Describe aspects of life in a specific period in a specific region or place using a combination of historical sources.<br>• Locate a website for the study of history on the World Wide Web. | • Explain how life changed or stayed the same in a region or place using two historic maps that depict different times in that region or place.<br>• Describe trends during a time period using political, economic, environmental, and social data from appropriate graphs or charts.<br>• Distinguish between primary and secondary sources.<br>• Formulate a research question about the past that includes its "people", "space", and "time" dimensions.<br>• Identify sources in the school or local library that will help answer a research question.<br>• Locate on the World Wide Web one source pertaining to each of "people", "space", and "time" dimensions of a research question. | • Distinguish between the important and insignificant details contained in an historical source.<br>• Organize a series of historic maps of a region or place into an historical atlas.<br>• Place a series of events from the past that are listed on a chronology or timeline and categorize them according to political, economic, environmental, or social importance.<br>• Identify the times when significant events intersected using a series of chronologies organized into political, economic, environmental, and social history.<br>• Compare two different interpretations of an historical figure.<br>• Compare the account of an historic person or event in a textbook with an account of the person or event in another secondary source.<br>• Locate on the World Wide Web multiple sources pertaining to a significant historic person or event.<br>• Compare the value of primary and secondary sources. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science (U.S.) Performance Descriptors

**16B** Students who meet the standard understand the development of significant political events.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Name commemorative holidays and festivals.<br>• Explain why important people and events are remembered on holidays.<br>• Tell how a past event has influenced their life. | • Identify key individuals and events in the development of the local community (e.g., Founders' days, names of parks, streets, public buildings).<br>• Identify a local historical monument or place.<br>• Explain how an event in United States political history is related to a current community event or issue. | • Arrange a series of significant events in United States political history in chronological order (e.g., American Revolution, Civil War, World War II).<br>• Describe events and ideas in the life of a significant political figure or group from the past whose holiday we celebrate today.<br>• Describe the images/icons on local monuments that commemorate local events or people (e.g., cemetery, slides or pictures of monuments, public buildings). |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science (U.S.) Performance Descriptors

**16B** Students who meet the standard understand the development of significant political events.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Place a series of political events in their proper location on a timeline of United States history.<br>• List the contributions of significant figures in United States political history (e.g., Thomas Jefferson's writing of the Declaration of Independence).<br>• Explain why significant events in United States political history are important today.<br>• Interpret the symbolism of the images/icons found on historical memorials, murals, or monuments. | • Identify turning points in United States political history.<br>• Summarize the causes and effects of ideas and actions of significant political figures during the Colonial Period.<br>• Analyze political events, figures, and ideas in the colonies that led to the American Revolution.<br>• List the key figures, events, and ideas in the development of the United States government during the Early National Period. | • Organize a series of political events covering the span of American history, c1500-present, into a periodization chart.<br>• Describe both the ideas and actions of significant political figures, events, or processes that affected the formation and development of modern political parties.<br>• Interpret the actions and consequences of a significant figure in United States political history (e.g., Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt).<br>• Interpret the causes that led to the development of a particular political organization or institution (e.g., modern political parties, interest groups, Electoral College). |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (World) Performance Descriptors

**16B** Students who meet the standard understand the development of significant political events.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Tell about a current political event in the world today.<br>• Tell how people were governed in the past (e.g., what did kings do? What did nobles do? What rights did people have?). | • Identify significant political figures or groups from the past.<br>• Name significant political ideas from the past.<br>• Tell about a political event featured in a folk tale, story, or legend (e.g., King Arthur, King Midas). | • Arrange a series of significant events in world political history in chronological order (e.g., Egyptians and pyramids, Knights and castles, the Berlin Wall).<br>• Identify a turning point in the political history of the world.<br>• Describe key events in the life of a significant political figure or group from the past. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (World) Performance Descriptors

**16B** Students who meet the standard understand the development of significant political events.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Place a series of political events in their proper location on a timeline of World History.<br>• Describe a political system and/or institution that existed during ancient times.<br>• Identify western political ideas originating in earlier periods (e.g., elements of democracy in ancient Greece and Rome and medieval England). | • Identify turning points in world political history.<br>• Identify significant political leaders of the non-Western world (e.g., Genghis Khan, Gandhi, Mandela).<br>• Describe major developments in the evolution of Western political systems (e.g., Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).<br>• Analyze the consequences of political ideas and actions taken by significant individuals in the past. | • Organize a series of political events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present.<br>• Describe major events in the evolution of non-Western political systems throughout world history.<br>• Describe the impact that significant individuals or groups in the non-Western world had on political events (e.g., Mao, Indira Gandhi, freedom fighters).<br>• Compare/contrast the development of a political system and/or institution in ancient times with that of another political system and/or institution of ancient times (e.g., Greek and Roman government, Greek and Egyptian). |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (U.S.) Performance Descriptors

**16C** Students who meet the standard understand the development of economic systems.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Provide examples of goods and services traded in the past.<br>• Compare/contrast images of people trading in the past and present. | • Explain why people traded in the past.<br>• Describe how people made a living in the past. | • Arrange a series of significant events in United States economic history in chronological order (e.g., railroad, automobile, space travel).<br>• Identify changes in how people in the local community made their living from one historical period to another.<br>• Explain how the changes in the ways people made a living have influenced modern society. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science (U.S.) Performance Descriptors

**16C** Students who meet the standard understand the development of economic systems.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Place a series of economic events in their proper location on a timeline of United States history.<br>• Identify the different types of economic activities of early people in Illinois (e.g., Native Americans, pioneers).<br>• Describe how the environment affected the economic activities of the early people of Illinois.<br>• Compare/contrast past economic activities to contemporary economic activities. | • Identify turning points in United States economic history.<br>• Describe the economic choices people made or were forced to make during the development of the early economy of the United States.<br>• Describe how slavery and indentured servitude were related to the wants of economic interest groups in the United States.<br>• Explain how the economic choices people made in the past affected their political and social lives and their environment. | • Explain how significant economic events in the past have altered individual choices and influenced Untied States history.<br>• Summarize the impact of significant economic events of earlier periods of United States history on contemporary economic structure.<br>• Evaluate how an individual's ideas, inventions, or entrepreneurship (e.g., Thomas Edison, George Washington Carver, Henry Ford) affected the economy then and now.<br>• Predict how technological advances may affect the United States economic system.<br>• Analyze how a significant economic event (e.g., industrialization, the Great Depression, and the rise of computer technology) has influenced the development of the United States economic system. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (World) Performance Descriptors

**16C** Students who meet the standard understand the development of economic systems.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify economic choices (e.g., crops to plant, items to trade) made by people in the past and present.<br>• Cite examples of workers from around the world in the past and present. | • Identify the significance of trade in society in the past and present.<br>• Describe how people made a living in ancient civilizations.<br>• Explain how people made economic choices to survive and improve their lives in the past. | • Arrange a series of significant events in world economic history in chronological order (e.g., light bulb, television, computers).<br>• Describe the ways in which various groups in an ancient civilization made their livings during a specific time period.<br>• Compare how people in a specific place or region in an earlier period made a living with how people make a living today.<br>• Describe how changes in the economic choices in the past affected a society and its environment and political life. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (World) Performance Descriptors

**16C** Students who meet the standard understand the development of economic systems.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Place a series of economic events in their proper location on a timeline of World History.<br>• Identify the differences between an agricultural society and a hunting/ gathering way of life.<br>• Describe the causes and consequences of the first agricultural revolution.<br>• Discuss the economic conditions of the great ancient civilizations (e.g., Mesopotamian, Egyptian, Aegean/Mediterranean, Asian civilizations) 1000 BCE – 500 CE. | • Identify turning points in world economic history (e.g., manorial system, cultural exchanges, capitalism, industrial revolution, information revolution).<br>• Describe the impact of trade on the development of early civilizations.<br>• Identify the differences between agricultural and industrial economies. | • Organize a series of economic events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present.<br>• Describe the basic economic changes that led to or resulted from turning points in world economic history after 500 CE (e.g., manorial system, industrial revolution, capitalism, information/communication revolution).<br>• Identify the economic aspects of significant cultural exchanges that occurred between peoples in the past (e.g., Columbian exchange, Crusades).<br>• Define capitalism, socialism, and communism as economic systems. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (U.S.) Performance Descriptors

**16D** Students who meet the standard understand Illinois, United States, and world social history.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Describe a family tradition.<br>• Use an image or other historical source from the past to describe family roles.<br>• Describe a community tradition. | • Identify stories and folk-tales that describe various customs practiced in America and/or local communities (e.g., John Henry, Pocahontas).<br>• Tell how stories and folk-tales influence the behavior of Americans and/or local community members.<br>• Name a significant social organization that worked to improve life in the community and/or the United States (e.g., Red Cross, VFW, YWCA/YMCA).<br>• Tell about a person who worked to improve life in the community and/or United States. | • Arrange a series of significant events in United States social history in chronological order (e.g., Colonial slavery, freeing the slaves, women's right to vote).<br>• Describe how key figures and organizations influenced the social history of the local community.<br>• Tell about the life of people of various social status in the community/United States in the past.<br>• Tell about the origin of a family or community tradition or custom. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (U.S.) Performance Descriptors

**16D** Students who meet the standard understand Illinois, United States, and world social history.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Locate examples/stories of the changing roles of people over time.<br>• Identify the turning points in local, Illinois, and United States social history.<br>• Compare the life of people of various social status in the past to people of the same status during another time period. | • Compare and contrast family and community life in two or more American colonies in terms of the colonists' motives for settling there.<br>• Use a variety of sources to describe how people organized colonial society.<br>• Compare and contrast changes in family life as people moved from one geographic region to another during the period of westward expansion.<br>• Assess the influence that significant people had on the social lives of others in Illinois or the United States. | • Predict the impact that a controversial figure's ideas on changing social conditions had on contemporary interest groups.<br>• Analyze the issues of social status and social role in the past and present.<br>• Describe the changes in family from one period to another.<br>• Trace the development of a significant social institution over time e.g., Boy Scouts, Girl Scouts, NAACP). |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (World) Performance Descriptors

**16D** Students who meet the standard understand Illinois, United States, and world social history.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify a family tradition from another land.<br>• Provide examples of traditions and customs from people in the past. | • List examples of past traditions found within the local community.<br>• Interpret stories and folktales from the past to show various customs from groups of people in the past and the influence these customs had on their society. | • Arrange a series of significant events in world social history in chronological order (e.g., invention of writing, printing press, computer).<br>• Describe traditions and customs of past cultures.<br>• Compare how families and other groups of people lived in a past culture with how families and other groups of people in the community live today. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science (World) Performance Descriptors

**16D** Students who meet the standard understand Illinois, United States, and world social history.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Place a series of social events in their proper location on a timeline of World History.<br>• Compare traditions and customs of a place or world region today with those from the past.<br>• Compare/contrast the customs and traditions of a past culture with those of another past culture (e.g., Greeks and Egyptians). | • Identify turning points in world social history.<br>• Discuss how the roles of men, women, and children in past cultures have changed over time.<br>• Describe how a cultural exchange occurred between two societies of the past. | • Organize a series of social events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present.<br>• Describe a turning point in world social history (e.g., religious movements, abolition movement, demographic disasters, migrations).<br>• Compare/contrast the social structure of Western and non-Western cultures today and in the past.<br>• Describe the various roles of men, women, and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).<br>• Describe social changes that resulted from cultural exchange between and among different societies. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (U.S.) Performance Descriptors

**16E** Students who meet the standard understand Illinois, United States, and world environmental history.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Ask a question about what the physical features of the land were like before people came to the local community.<br>• Tell how people survived in the local community many years ago. | • Tell about a myth, legend, or story that people told long ago to describe the physical environment of a place or region in Illinois or other states.<br>• Locate the place in the local community where an important event took place.<br>• Locate place names on a map of Illinois that give a clue to a community's early history and/or physical features. | • Arrange a series of significant events in United States environmental history in chronological order (e.g., steel plow, railroad, automobiles).<br>• Compare the features of the physical environment as described in a myth or a legend of the people from one region of the United States with those described in the myth or legend of another people (e.g., Paul Bunyon and Johnny Appleseed).<br>• Tell how people, goods, and services moved from one place or geographic region to another in the past.<br>• Analyze a graph or chart containing data that shows changes in aspects of the physical environment over time.<br>• Give an example of how the knowledge of geography increases an understanding of the history of the people in a place or region of Illinois and the United States. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (U.S.) Performance Descriptors

**16E** Students who meet the standard understand Illinois, United States, and world environmental history.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Place a series of environmental events in their proper location on a timeline of United States history.<br>• Describe how hunter-gatherer cultures in the pre-colonial Illinois country and other regions of North America used the environment in terms of securing food, shelter, clothing, and tools (technology).<br>• Describe how changes in weather/climate affected the physical and cultural features of the environment in the mid-west and other regions of North America using maps, geographic tools, images, and other sources.<br>• Identify the rivers that fostered the growth and development of North America.<br>• Explain how the locations of agricultural and industrial regions of the United States help to understand the nation's growth and development.<br>• Identify on a map of Illinois the lands associated with Native American tribes.<br>• Locate sources about the environment during a specific period of Illinois or United States history using the World Wide Web. | • Identify turning points in United States environmental history.<br>• Explain how a community or state's location helps to understand its growth and development over time.<br>• Organize a series of Illinois or United States maps on one environmental theme into an historical atlas.<br>• Describe how various people around North America used human or animal power to cultivate crops before the onset of mechanized technology.<br>• Provide an example of how some people continue to depend on human or animal power to survive in North America.<br>• Describe the physical and cultural features of life in the pre-colonial Illinois country using images documenting the archaeological record.<br>• Describe the effects of a significant invention or technological innovation on the physical and cultural environment of Illinois between 1700 and 1818. | • Organize a series of environmental events covering the span of American history, c1500-present, into a periodization chart.<br>• Describe how the environmental history of a place or region of the United States region has changed over time using a variety of geographic tools, including an historical atlas.<br>• Describe how the people of a specific region of the United States gained control over rivers or other principal physical features of their environment.<br>• Describe how the competition between or among different groups of people for the same land affected the environment.<br>• Assess the effects of a significant invention or technological innovation on the physical and cultural environment on a place or region (e.g., plow, automobile, power plants). |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science (World) Performance Descriptors

**16E** Students who meet the standard understand Illinois, United States, and world environmental history.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Tell how people survived in a place far away and long ago. | • Tell about a myth, legend, or story that people told long ago to describe a region or place's physical environment (e.g., stories of floods, castles on hillsides). | • Arrange a series of significant events in world environmental history in chronological order (e.g., beginning of agriculture, rise of cities, destruction of rainforest).<br>• Name the three major grain crops that sustained people in early world civilizations.<br>• Tell why knowledge of geography is necessary to understand the history of the people in a place or region. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science (World) Performance Descriptors

**16E** Students who meet the standard understand Illinois, United States, and world environmental history.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Place a series of environmental events in their proper location on a timeline of World History.<br>• Describe how hunter-gatherer cultures used the environment in terms of securing food, shelter, clothing, and tools (technology).<br>• Identify the rivers that fostered the growth and development of early world civilizations.<br>• Identify on a map the major food-producing regions of the world.<br>• Explain how the location of the major industrial regions of the world fostered their growth and development.<br>• Identify on a map the location of the major civilizations of the world, over time.<br>• Locate sources about the environment during a specific period of world history using the World Wide Web. | • Identify turning points in world environmental history.<br>• Identify on a map the location of the major world political powers, over time, and explain how their location fostered their growth and development.<br>• Organize a series of maps on one environmental theme into an historical atlas.<br>• Compare the cultural features of the environment of settled societies with those of hunter-gatherer cultures.<br>• Describe how various people around the globe used animals to cultivate crops in early world history.<br>• Provide examples of how some people continue to depend on animal power to survive in their environment.<br>• Describe the physical and cultural features of life in the ancient world using images documenting the archaeological record. | • Organize a series of environmental events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present.<br>• Describe how an aspect of the environmental history of a place or world region has changed or stayed the same using an historical atlas.<br>• Describe how the environmental history of one place or world region has changed using a variety of geographic tools.<br>• Describe how the people of a specific civilization gained control over rivers or other principal physical features.<br>• Describe how the competition between or among different groups of people for the same land affected the environment.<br>• Analyze the effects of a significant invention or technological innovation on the physical and cultural environment of one of the world's regions (e.g., invention of the wheel, canals, railroads). |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**17A** Students who meet the standard can locate, describe and explain places, regions and features on Earth.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Describe how physical and human features look between home and school (e.g., hilly, flat, a river, trees).<br>• Construct a model of the physical and human features on the school grounds or in the neighborhood (e.g., using a sandbox and toys).<br>• Describe daily changes in the weather and in the seasons in your community.<br>• Identify land and water areas on a map of the local community and on a globe.<br>• Identify the globe as a model of Earth.<br>• Locate objects in the classroom using a simple map. | • Compare physical and human features of different places on the school grounds and in the neighborhood.<br>• Describe the relative location of places using terms such as near, far, towards, away from, next to, to describe events in the story, using a children's story book, such as "Make Way for Ducklings".<br>• Locate on a map or drawing the relative location of the school to students' homes.<br>• Observe and suggest reasons for the locations of stop signs, stoplights, fire hydrants, and other human-made features in the area around the school.<br>• Identify similar physical characteristics of Earth using the globe and pictures.<br>• Respond to verbal instructions involving directions (e.g., play "Simon Says" and point to left/right, or up/down when told to do so). | • Locate the community, Illinois, United States, and North America relative to other places on a globe.<br>• Draw a map that shows the location of several landmarks in the community relative to the school.<br>• Locate places on a map, which has a number/letter grid reference system.<br>• Identify the major elements of a map and explain their use (e.g., title, scale, legend/key, directional indicators).<br>• Draw a sketch map of the community, which shows its physical and human characteristics.<br>• Point out the location of the poles, the equator, and the hemispheres on a globe and/or a map. |
| Grade 1 (A-B) | Grade 2 (A-B-C) | Grade 3 (B-C-D) | Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**17A** Students who meet the standard can locate, describe and explain places, regions and features on Earth.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Describe the location of countries relative to the locations of other countries.<br>• Locate the principal parallels and meridians on maps and globes.<br>• Create a map of the local community containing basic elements (e.g., lines, points, symbols).<br>• Evaluate maps drawn to different scales to determine the one most useful for describing the characteristics of a place.<br>• Locate on maps, major bodies of water and river systems in Illinois, the United States, and the world. | • Mark major ocean currents, wind patterns, landforms, and climate regions on a map.<br>• Create thematic maps and graphs of the students' local community, Illinois, United States, and the world using data and a variety of symbols and colors (e.g., to indicate patterns of population, disease, economic features, rainfall, vegetation).<br>• Describe the locations of major physical and human features in the community.<br>• Explain how major urban centers in Illinois are connected to other urban centers in Illinois and the United States (e.g., transportation arteries, communication systems, cultural and recreational relationships).<br>• Design symbols as references for map interpretation and place them in a legend/key to be used on a map.<br>• Determine the absolute location of places chosen by the teacher and students using a map grid with latitude and longitude. | • Demonstrate understanding of the location of various physical and human features in Illinois, the United States, and the world by sketching a map from memory of different features.<br>• Interpret aerial photographs or satellite-produced images to locate and identify physical and human features (e.g., mountain ranges, rivers, vegetation regions, cities, dams, reservoirs).<br>• Identify, using only a mental map, the countries through which a person would pass as they travel along a straight-line route between two major cities (e.g., Paris to Moscow, Cairo to Nairobi).<br>• Construct a choropleth map that shows the spatial distribution of the data (e.g., corn production in Illinois).<br>• Explain how major countries in the world are connected and interrelate (e.g., trade, political alliances, humanitarian concerns).<br>• Understand how parallels of latitude can be used to determine north-south direction and distance, and how meridians of longitude can be used to determine east-west direction and distance on a map or globe. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**17B** Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Compare physical features of different places around the community using photographs.<br>• Describe physical features seen on a field trip or a vacation.<br>• Show seasonal change (e.g., marking the changing length of a student's shadow at various times throughout the year, drawing or taking a picture of a student by a tree at various times throughout the year). | • Describe how seasons relate to the ways people dress and seasonal activities they engage in, in different areas of the world using pictures in books and magazines.<br>• Look at the sky early in the day and predict what the weather might be like, then record the predictions on a wall chart for several months.<br>• Identify behaviors that would show respect for the environment. | • Identify examples in the local community of ways in which the physical environment is harmed by human activities.<br>• Illustrate how people have littered, damaged, or improved a local ecosystem.<br>• Give examples of reducing, reusing, and recycling.<br>• List things damaged by a storm, flood, tornado, or earthquake by using a local media source. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**17B** Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food).<br>• Explain how the length of day can influence human activities in different regions of the world (e.g., use of daylight savings time, school schedules in the United States, summer and winter activities in areas north of the Arctic Circle).<br>• Describe your feelings about some element of the physical environment (e.g., forests, beaches, snow-covered hills, your favorite area in the neighborhood).<br>• Interpret a diagram or use a globe to show Earth's rotation on its axis to explain the causes of day and night.<br>• Recognize that people can work together to preserve and protect the natural resources and environment. | • Demonstrate understanding of Earth/Sun relationship by preparing a model or by designing a demonstration to show the tilt of Earth in relation to the Sun in order to explain day/night and length of day at different locations on Earth.<br>• Explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads).<br>• Explain the process of erosion and its effects of rainfall on unprotected soil surfaces (e.g., newly tilled farm fields, deforested hillsides).<br>• Explain the relationship between plants and animals in a local ecosystem. | • Identify the causes and nature of changes in environmental stress zones (fragile environments) (e.g., the rain forests of Brazil, taiga, north slope of Alaska).<br>• Describe the physical environment of the students' own region and the physical processes that act on it (e.g., weather, tectonic forces, wave action, freezing and thawing, gravity, soil building processes).<br>• Describe ecosystems from local to global scales and the difference between them using photographs and other media as illustrations.<br>• Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**17C** Students who meet the standard can understand relationships between geographic factors and society.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Identify pictures showing how people use air, water, and land in different ways.<br>• Describe how people dress for various activities (e.g., making a snowman, going to the beach, going on a picnic).<br>• Identify food resources coming from farms and water resources from rivers. | • Tell how people pollute the air, water, and land.<br>• Select pictures from a series that show people using the environment to meet their needs (e.g., people cutting trees in a forest, damming up rivers, mining operations).<br>• Locate pictures showing ways that humans use the natural environment.<br>• Describe how people have changed the physical and human environment of the school grounds and the surrounding neighborhood. | • Identify how people use tools and machines to obtain resources and change the physical and human environment in their community and in other places.<br>• Classify a list of resources into renewable and nonrenewable.<br>• Draw pictures showing how open land in and around your community might be used.<br>• Predict where people might choose to live using a map showing rivers, lakes, marshes, plains, and mountains. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) | Grade 4 (C-D-E) Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**17C** Students who meet the standard can understand relationships between geographic factors and society.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Discuss how different groups of people in the world adapt to the physical and human environment to meet their needs.<br>• Compare ways in which people in urban and rural communities meet their needs from the environment.<br>• Explain how environmental problems may result from the use of technology and ways that technology might be used to solve environmental problems.<br>• Identify resources whose value has changed over time as technology has changed.<br>• Observe, describe, and record changes in the local environment over time.<br>• Organize a series of pictures to show landscape changes from prairie to farmland. | • Create a map showing the occurrence of natural hazards in Illinois and the United States.<br>• Map the location of students in your school by coloring the different areas (cafeteria, classrooms, gym, etc.) to show different population densities at a given time of day.<br>• Analyze map and aerial photos of the local community and Illinois to determine how humans use, abuse, and protect resources.<br>• Identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry). | • Compare the natural hazards that occur in Illinois with those occurring in other states to determine their intensity and effect on people.<br>• Explain the concentrations of urban settlement centers with high population density using maps of Illinois and the United States.<br>• Evaluate effects of technological change on transportation, communications, and resource use in Illinois, the United States, and the world.<br>• Identify ways that human behavior could be changed to solve specific environmental problems (e.g., outline a plan to reduce litter, stream pollution). |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**17D** Students who meet the standard can understand the historical significance of geography.

| Stage A | Stage B | Stage C |
|---|---|---|
| • Draw pictures of changes in natural vegetation in your neighborhood during the four seasons.<br>• Observe and record changes in the school and local community through pictures or photos.<br>• Tell how shopping areas, housing, play areas, and businesses in the local neighborhood have changed over time. | • Describe daily changes in the weather and changes in the seasons in the local community.<br>• Describe seasonal changes occurring on the school ground throughout the year.<br>• Explain why physical and human features in the local environment change over time. | • Illustrate how technological developments have been used to alter the physical environment of the local community (e.g., of or about automobiles, electricity, and computers by using pictures and stories).<br>• Create a map and draw pictures showing ways that students would like their neighborhood to change in the future.<br>• Depict ways students would like their community's physical and human environment to change in the future using maps or images.<br>• Arrange in chronological order pictures of house types and explain the changes that have occurred over time (e.g., log cabin, southern colonial, contemporary ranch). |
| Grade 1 (A-B) | Grade 2 (A-B-C) | Grade 3 (B-C-D) | Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**17D** Students who meet the standard can understand the historical significance of geography.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Compare historical and contemporary perceptions people have of the same place using landscape paintings, photographs, maps, and narratives.<br>• Describe the geographic history of the community using old maps, photographs, and interviews with older residents.<br>• Analyze how the physical features of Illinois have affected the settlement patterns of the state (e.g., rivers, valleys, prairie). | • Compare maps of the United States showing landforms, climate, and natural vegetation regions to maps that show population distribution to identify the relationship between settlement and physical features.<br>• Analyze how customs and traditions of people from different parts of the world change over time.<br>• Describe how physical characteristics of a region or a nation influence people's point of view and the decisions they make over time (e.g., scarcity of water influences water usage, mining resources in mountainous regions, logging forested land in forested areas). | • Explain how technological developments have influenced the migration of people to and within the United States over time.<br>• Analyze selected historical events to determine how they influenced the migration of people throughout the world.<br>• Hypothesize about relationships between physical features and the occurrence of human activities of a particular place and how these activities changed over the years.<br>• Analyze how physical features have both posed barriers and provided avenues to settlement in Illinois and the United States. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**18A** Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

| Stage A | Stage B | Stage C |
|---|---|---|
| • List cultural groups in your community (e.g., churches, clubs, YMCA).<br>• Give examples of language, traditions, and artifacts that represent the community. | • Describe how communities within a culture are similar.<br>• Identify cultural traits.<br>• Identify symbols of local culture.<br>• Describe the role of technology in daily life. | • Define culture.<br>• Define ethnicity, and contrast it with culture.<br>• Identify cultures other than the student's own.<br>• Explain the significance of the cultural diversity of the United States.<br>• Describe aspects of the community that reflect its cultural heritage. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**18A** Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Discuss cultural differences in various geographic regions in the United States.<br>• Explain the significance of knowing about more than one culture.<br>• Describe how a culture other than the student's own uses its technology to adapt to its environment.<br>• Identify changes in cultural traits over time.<br>• Describe how changes in technology bring about changes in daily life.<br>• Explain how a part of American culture (e.g., Mode of dress, music, architecture) has changed overtime.<br>• Analyze sources of information (e.g., newspapers from other towns, souvenirs, web-sites) that reflect different cultural traits. | • Describe how culture is shared through music, art, and literature throughout the world over time.<br>• Describe how an artistic tradition has been changed by technology (e.g., photography, music).<br>• Describe how social celebrations (parades, fairs) reinforce cultural values.<br>• Compare the celebration of holidays by cultures throughout the world.<br>• Compare cultural differences/similarities with students from a different part of the United States. | • Compare and contrast two or more cultures in terms of expressions of those cultures.<br>• Compare a culture with one's own through the use of written, auditory, or visual materials.<br>• Compare cultural differences/similarities from other parts of the world in terms of their language, literature, and arts.<br>• Explain how social scientists analyze expressive culture and social discourse.<br>• Identify what cultural relativism means.<br>• Give an example of ethnocentrism.<br>• Describe culture shock. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**18B** Students who meet the standard can understand the roles and interactions of individuals and groups in society.

| Stage A | Stage B | Stage C |
|---|---|---|
| • List activities that groups do together on a regular basis.<br>• Tell about the roles of family members.<br>• Tell about the roles performed by people in the community. | • Define social group.<br>• Explain how contact with others shapes peoples' lives.<br>• Give examples of personality differences.<br>• Tell about the role of families in the community. | • Give examples of laws that people must follow.<br>• List activities that are important to society (e.g., education, religion, entertainment).<br>• Identify the major social institutions within a community (e.g., schools, churches).<br>• Identify local institutions that offer help or aid (e.g., fire stations, police stations, hospitals). |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# Social Science Performance Descriptors

**18B** Students who meet the standard can understand the roles and interactions of individuals and groups in society.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Define social institution.<br>• Differentiate between a primary group, a secondary group, and a reference group.<br>• Compare different motivations for the behavior of an individual or group.<br>• Distinguish between norms and laws.<br>• Give examples of peer pressure (e.g., pressure to smoke, drink, join gangs). | • Analyze how social institutions or groups meet the needs of people.<br>• Explain how interactions of individuals and groups impact the local community.<br>• Describe how national institutions affect individuals in the local community.<br>• Give an example of how different social institutions or groups (e.g., religious, nonprofit and community groups) address the same social problem. | • Compare and contrast the concepts of conformity and deviance.<br>• Examine how the media portrays conformity and deviance.<br>• Identify examples of how an individual internalizes group norms.<br>• Compare formal and informal means of social control.<br>• Analyze the effectiveness of a national or local social institution in addressing a social problem (e.g., DARE, MADD). |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**18C** Students who meet the standard can understand how social systems form and develop over time.

| Stage A | Stage B | Stage C |
|---|---|---|
| • List social categories (e.g., father, cousin, employer, friend) to which people belong.<br>• Identify the basic needs of individuals and groups for survival. | • Provide examples of how individuals make choices that affect the group.<br>• Give examples of group decisions that do not please every individual in the group. | • Describe the concept of conflict.<br>• Describe the concept of cooperation.<br>• Describe how individuals work together to obtain food, clothing, and shelter.<br>• Define division of labor. |
| Grade 1 (A-B) Grade 2 (A-B-C) | Grade 3 (B-C-D) Grade 4 (C-D-E) | Grade 5 (D-E-F) |

# Social Science Performance Descriptors

**18C** Students who meet the standard can understand how social systems form and develop over time.

| Stage D | Stage E | Stage F |
|---|---|---|
| • Give examples of how technology helps to transform a society.<br>• Use images to describe group behavior.<br>• Describe the function of support systems (e.g., family, youth group).<br>• Distinguish between direct and indirect relationships. | • Define belief system.<br>• Describe ways school administrators, teachers, students, and parents can cooperate to address school issues.<br>• Identify historically significant people who affected social life or institutions. | • Define subsistence strategy.<br>• Differentiate among pre-industrial, industrial, and postindustrial societies.<br>• Describe how the change from hunter-gatherer to settled society affected social roles.<br>• Explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions. |
| Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F) | | |

# GLOSSARY

**Goal 14 Glossary – Political Science**
**(From National Standards for Civics and Government, Calabasas, CA: Center for Civic Education, 1994.)**

**Civil Law**: Body of law that deals with the private rights of individuals, as distinguished from criminal law.

**Common or Public Good**: Benefit or interest of a politically organized society as a whole.

**Consent of the Governed:** Agreement by the people to set up and live under a government.

**Criminal Law**: Branch of law that deals with disputes or actions involving criminal penalties, it regulates the conduct of individuals, defines crimes, and provides punishment for criminal acts.

**Due Process of Law**: The right of every citizen to be protected against arbitrary action by government.

**Interest Group**: Organized body of individuals who share some goals and try to influence public policy to meet these goals.

**Judicial Review**: Doctrine that permits the federal courts to declare unconstitutionally, and thus null and void, acts of Congress, the executive, and the states.

**Limited Government**: A government in which everyone, including all people in positions of authority, must obey the laws. The United States places effective limitations upon those in authority by the Constitution, the Bill of Rights and numerous other laws. These limits are designed to protect fundamental values and principles and to ensure that government serves the purpose for which if was established (see Unlimited Government).

**Representative Democracy**: Form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

**Republican Government**: System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

**Rule of Law**: Principle that every member of a society, even a ruler, must follow the law.

**Unalienable Rights**: Fundamental rights of the people that may not be taken away.

**Unlimited Government**: Governments in which there are no effective controls over those in power (see Limited Government).

**Goal 15 Glossary – Economics**

**Balance of trade** is the measure of deficits or surpluses in a nation's merchandise exports (exports-imports).

**Barriers to trade** are policies that restrict the free exchange of goods and services between countries; they include tariffs and quotas.

**Barter** is the direct trade of goods, services and resources without the use of money.

The three **basic economic questions** every society must answer are: **What to produce? How to produce? For whom to produce?**. How societies answer these questions determines the type of economic system the society will have.

**Benefits** are the gains received from a voluntary exchange or from an economic policy or transaction.

**Capital resources** are goods produced by people and used over and over again to produce other goods and services.

**Choices** are decisions made because of scarcity; they involve trading off the expected value of one opportunity against the expected value of its best alternative.

**A circular flow diagram** illustrates the interchange of productive resources, goods and services, and the monies that facilitate their exchange among households and businesses. When purchases are made, goods and services are transferred from businesses to households in exchange for money payments; the money is used by businesses to pay for productive resources (land, labor, capital, and entrepreneurship); thus, the money is paid to households for those resources.

In a **command economy,** a central authority (such as a government) makes the major production and distribution decisions.

**Commodity money** is a medium of exchange in which the money is an actual product that is generally acceptable because it has intrinsic value.

**Comparative advantage** – a nation (or individual) has a comparative advantage when it can produce a product at a lower opportunity cost than another nation (or individual).

**Competition** in a market refers to the number of buyers and/or sellers in the market.

**Complementary goods** are goods that are used in conjunction with each other (i.e., tennis racket and tennis balls). A change in the price of one complementary good affects the demand for the other.

**CPI (Consumer Price Index)** is the most commonly used measure of price level changes, based on the prices of a fixed collection of goods and services bought by urban families and individuals. It compares the prices in one year with some earlier period (a base period).

**Consumers** are people whose wants are satisfied by using goods and services.

**Costs** are those things that must be given up in order to obtain a benefit.

**Deflation** is a sustained decrease in the average price level of the entire economy.

**Demand** is the schedule of how much consumers are willing and able to buy at all possible prices in a given period of time.

**Division of labor** occurs when the production of a good is broken down into numerous separate tasks with different workers performing each task. Division of labor refers to workers performing a narrow range of tasks (or just one task) in a production process.

**Earn** means to receive payment (income) for productive efforts.

An **economic system** is the way a society organizes the production and distribution of goods and services.

Economic **wants** are desires that can be satisfied by consuming a good or service.

**Economics** is a social science that studies how people, acting as individuals or in groups, decide to use scarce resources to satisfy their wants.

**Entrepreneurs** are people who organize other productive resources to produce goods and services.

**Entrepreneurial ability** is a special type of human resource.

**Exchange** is trading goods and services with people for other goods and services or for money. People voluntarily exchange goods and services because they expect to be better off after the exchange.

An **exchange rate** is the price of one nation's currency in terms of another nation's currency.

An **export** is a good produced in one country that is shipped and sold in another country.

An **export subsidy** is a government payment that assists an exporter to maintain a relatively low price for his or her product so it will be more competitive in world markets.

**Fiscal policy** involves the use of national government spending and taxing programs to affect the level of economic activity; it is used to achieve goals such as price stability (control inflation), maximum employment (reduce unemployment), and reasonable economic growth.

**GDP (Gross Domestic Product)** – a measure of the total market value of the output of goods and services produced in a nation for one year.

**Goods** are objects that can satisfy people's want.

**Human capital** is the level of people's knowledge and skills.

**Human resources** are the resources provided by people who work (mental or physical work) in the economy.

An **import** is a good purchased in one country that has been produced in another country.

Economic **incentives** are the additional rewards or penalties people receive from engaging in more or less of a particular activity. Rewards are **positive incentives** that make people better off. Penalties are **negative incentives** that make people worse off.

In a market economy, people earn **income** by selling or renting resources they own. The income payment received for natural resources is rent; the income payment received for human resources is wage/salary; the income payment received for capital resources is interest; and the income payment received for entrepreneurial ability is profit.

**Inflation** is an increase in the average price level.

**Innovation** is the introduction of an invention into a use that has economic value.

**Inputs** are the units of resources (i.e., hours of labor) used in producing a good or service.

**Interest** is a payment made for the use of money –paid by an individual or business for money borrowed from a financial institution; paid by a financial institution to customers for the use of the money they deposit over time.

**Intermediate goods** are goods produced by people and used up in the production of other goods and services (i.e., window glass in the production of an automobile).

An **invention** is a new product.

**Investment** is the purchase of new capital resources. (A more sophisticated definition is the diversion of resources from the production of goods and services for current consumption to the production of goods that increase the economy's productive capacity.)

**Interdependence** is dependence upon others for goods and services. Interdependence occurs as the result of specialization.

**Law of Demand** states that consumers will buy more of a good or service at lower prices than they will purchase at higher prices (there is an inverse relationship between price and the quantity demanded).

**Law of Supply** states that producers will provide more of a good or service at higher prices than they will provide at lower prices (there is a direct relationship between price and the quantity supplied).

A **market** exists whenever buyers and sellers exchange goods and services. A **market economy** answers the basic economic questions in the marketplace. Markets coordinate economic activities among consumers, producers, and resource owners.

**Market-clearing price** (or equilibrium price) is the one price at which the quantity supplied equals the quantity demanded.

If something is a good **medium of exchange** it has the following characteristics: generally acceptable, divisible, durable, portable, and relatively scarce.

**Money** is anything widely accepted as final payment for goods and services. Money is a medium of exchange, a good that can be used to buy all other goods and services.

Money makes trading easier by replacing barter with transactions involving currency, coins, or checks. **Money** serves three functions:

> **medium of exchange** — used to trade goods, services, and resources; 2) **standard of value** — the value of goods, services, and resources can be stated in terms of a unit of account such as dollars and cents; 3) **store of value** — a way to retain savings for the future. When people hold on to money, it maintains its face value.

**Money supply** is the total value of coins, currency, and checkable deposits held by the public.

**Monetary exchange** is an exchange of goods or services using money.

**Monetary policies** are the actions of the Federal Reserve System that lead to changes in the supply of money and availability of credit. The tools of monetary policy include raising or lowering the reserve requirement; increasing or decreasing the discount rate; and open market purchase or sale of government securities.

**Monopolistic competition** exists when many sellers provide similar products that are differentiated to some extent by non-price competition.

**Monopoly** exists when only on producer sells a product for which there are no close substitutions.

**Natural resources** are physical inputs that occur naturally in our world.

**Negative externalities** are external costs associated with the production or consumption of a product that "spill over" to third parties other than the direct producers or consumers of the product. Negative externalities result in the overproduction or over consumption of a product, since not all costs are reflected in producers' supply of the product.

**Non-price determinants of demand** are those things that affect consumer demand for a product without regard to the price product. They include changes in consumer tastes/preferences, changes in consumer income, and the prices of related products (substitutes and complements).

**Non-price determinants of supply** are those things that affect producer supply of a product without regard to the price of the product. They include changes in technology or prices of inputs, changes in the prices of other products that could be made and sold by the producer.

**Non-price incentives** are incentives other than price that affect consumer behavior or producer behavior.

**Oligopoly** exists when only a few relatively large producers sell a product that has no close substitutes.

**Output** is the measure of units of a good or service produced with inputs.

**Opportunity cost** is the value of the highest foregone alternative.

**Perfect competition** is a market with many buyers and sellers and no barriers to entry for new producers.

**Positive externalities** are external benefits associated with the production or consumption of a product that "spill over" to third parties other than the direct producers or consumers of the product. Positive externalities result in the underproduction or under consumption of a product, since not all benefits are reflected in consumer demand for the product.

A **price** is what people pay when they buy a good or service, and what they receive when they sell a good or service.

**Private goods and service** are those provided by non-government businesses or organizations

**Producers** are people who use resources and intermediate goods to make goods and services.

**Productive resources** are the natural, human, and capital resources available to make goods and services.

**Productivity** is a ratio of output to input. For example, output per worker is a measure of the **productivity of labor**. The productivity of a firm can be increased through specialization or division of labor; investment in human capital; and investment in capital resources.

A **progressive tax** is one under which people who earn higher incomes pay a larger portion (percentage) of their income on taxes than people with lower incomes.

**Profit** is the revenue remaining after the business has paid its costs of production. Profit is the income payment to entrepreneurs.

**Public goods or services** are goods or services that cannot be sold effectively in the marketplace. Goods or services that are characterized by shared consumption and nonexclusion. As a result, government usually provides these goods or services.

A **quota** is a specified limit on the quantity of a foreign product that may be imported. When the foreign supply of a good is restricted, domestic prices will be higher than would have occurred with outside competition.

**Resources** are used to produce goods and services.

**Salary** is a form of income paid for work; often used when the payment is based on a flat amount for a month or year, rather than an hourly amount (wage)

**Saving** is income (earnings) set aside for future use.

**Scarcity** is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources.

A **shortage** exists in a market when the quantity demanded (the amount consumers want to buy) exceeds the quantity supplied (the amount sellers are willing to offer for sale) at a given price.

**Services** are actions that can satisfy people's wants.

**Specialists** are people who produce a narrower range of goods and services than they consume.

**Specialization** occurs when individuals or groups produce a smaller range of goods and services than they consume.

**Spending** is using income (earnings) to buy goods and services.

**Standard of living** refers to the well being of individuals in the economy. It is the level of subsistence with reference to the adequacy of necessities and comforts in daily life.

**Substitute goods** are goods that consumers purchase in place of a similar good (i.e., tea may be a substitute for coffee; bagels a substitute for donuts; etc.). The demand for one good is affected by a change in the price of a substitute good.

A **surplus** exists in a market when the quantity supplied (the amount producers are willing to offer for sale) exceeds the quantity demanded (the amount consumers want to buy) at a given price.

A **tariff** is a tax on imported goods. The primary effect of a tariff is a higher price that restricts consumption.

**Taxes** are payments made by individuals and businesses to governments to use for the provision of public goods and services. A **proportional tax** is one under which people with higher incomes pay the same portion (percentage) of their income on taxes as people with lower incomes (i.e., a "flat tax"); a **progressive tax** is one under which people who earn higher incomes pay a larger portion (percentage) of their income in taxes than people with lower incomes (i.e., federal income tax); a **regressive tax** is one under which people who earn lower incomes pay a larger portion (percentage of their income on taxes than people with higher incomes (i.e., sales tax).

**Technology** is the body of knowledge used to produce goods and services.

**Trade barriers** (see barriers to trade)

**Trade deficit** means a nation is importing more goods and services than it is exporting.

**Trade surplus** means a nation is exporting more goods and services than it is importing.

A **traditional economic system** is one in which decisions are based on past behavior.

An **unemployed** person is one who is actively seeking work but does not have a job.

A **non-employed** person is one who does not have a job and is not actively seeking a job; i.e., retired persons, students, etc.

**Wages** are a form of income paid for work; often an amount calculated by the hour.

**Goal 16 Glossary – History**

**Bellwether industry** refers to a major industry whose economic health affects many collateral industries and businesses, thereby affecting large sections of the population. For example, in the early period of the United States history, agriculture and shipping were bellwether industries; in the nineteenth century steel became a bellwether industry; in the twentieth century housing has become a bellwether industry.

**Columbian Exchange** refers to the cultural encounters that occurred when European and American civilizations came into contact after the voyages of Christopher Columbus. The Columbian Exchange includes a sharing of food, technology, disease, ideas and people.

**Diaspora** in history refers to the mass migration of ethnic groups. Examples include the African diaspora to the Americas and the Jewish diaspora around the world.

**Early National Period of United States History** refers to the time from the end of the American Revolution (1783) and the end of the War of 1812 (1815).

**Multi-tiered time lines** encompass the same time period with individual time-lines devoted to a specific theme. Multi-tiered time lines allow students to see in parallel fashion that political, social, economic, and environmental history have their own rhythms, and to see when significant events on the individual timelines coincide.

**Turning Point** in history refers to an event that significantly affected the course of a specific period or theme of history. For example, the election of Abraham Lincoln was a turning point in the relationship between the North and South; the election of Franklin D. Roosevelt was a turning point in the history of the presidency. The Battle of Midway and the Normandy Invasion were turning points in the history of World War II.

**Watershed event** in history refers to an event that fundamentally changed the course of history. For example, the invention of the printing press, the internal combustion engine, and splitting the atom were watershed events in the history of technology. The Glorious Revolution in England, the American Revolution, and the French Revolution were watershed events in the respective political histories of their nations.

**Goal 17 Glossary – Geography**

**Absolute Location**: Location of a point on Earth's surface that can be expressed by a grid reference, (e.g., latitude and longitude).

**Acculturation:** The process of adopting the traits of a cultural group.

**Aerial Distribution**: Patterns on Earth's surface observed from an elevated position.

**Aerial Photograph**: A photograph that shows a portion of Earth's surface usually taken from an airplane.

**Carrying Capacity:** The maximum number of animals or people a given area can support at a given time under specific levels of consumption.

**Choropleth Map**: shows differences between areas by using colors or shading to represent distinct categories of qualities (such as vegetation type) or quantities (such as the percentage graduating from high school, population density, or birth rate).

**Climograph**: A graph that combines average monthly temperature and precipitation for a particular place.

**Ecosystem:** A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical environment in which they live.

**Environmental Stress Zone**: Fragile environments on Earth that threatened by overuse, usually due to human activity.

**Geographic Information Systems (GIS):** A geographic database that contains information about the human and physical characteristics of places and areas.

**Global Positioning System (GPS):** A computer based system that uses satellites to provide information about the precise location of physical and human features on Earth.

**Greenhouse Effect**: The ability of certain gases in the atmosphere to capture and retain hat energy released from Earth's surface.

**Map Projection**: A mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface.

**Mental Maps**: A map which represents the mental image a person has of an area, including knowledge of features and spatial relationships as well as the individual's perceptions and attitudes regarding the place; also known as a cognitive map.

**Nonrenewable Resource**: A finite resource that cannot be replaced once it is used, (e.g., petroleum, minerals)

**Population Pyramid:** A bar graph showing the distribution of human population by gender and age, usually constructed for nations.

**Pull Factors:** The social, political, economic, and environmental attractions of new areas that draw people away from their previous location.

**Push Factors:** The social, political, economic, and environmental forces that drive people from their previous location to search for new ones.

**Relative Location**: The location of a place or region, or geographical feature, in relation to other places or region, or geographical feature, (e.g., northwest or downstream).

**Renewable Resource**: A resource that can be regenerated if used carefully, (e.g., fish, trees).

**Spatial Distribution:** The patterns of geographic features over Earth's surface, (e.g., distribution of world population, distribution of playground equipment in parks, distribution of volcanoes and earthquakes).

**Spatial Dynamics:** The interactions and connections among geographic features on Earth.

**Tectonic Force:** A physical process within Earth (e.g., volcanic activity, folding. faulting) that creates physical features on the surface.

**Thematic Map:** A map representing a specific spatial distribution, theme, or topic, (e.g., population density, cattle production, or climates).

**Topography**: The irregularities in elevation of physical features on Earth's surface, (e.g., hills, valleys, mountains).

**Goal 18 Glossary**

**Acculturation:** Process in which contacts between different cultural groups lead to **the** acquisition of new cultural patterns by one group.

**Achieved Status:** Any social position gained through personal effort or open competition.

**Ascribed Status:** Any social position to which a person is allocated by birth or directly as to the outcome of family background, and which cannot readily be altered by individual achievement.

**Belief System:** The configuration of beliefs that exists in a particular society of culture.

**Cultural Pluralism:** A policy allowing each group within a society to keep its unique cultural identity.

**Cultural Relativism:** Any doctrine that the concepts and values of one society or cultural area cannot fully be translated into or fully understood in other languages.

**Culture:** Shared products of human groups. These products include physical objects and the beliefs, values, and behaviors shared by the group.

**Culture Shock:** The description of ones normal perspectives as the result of confrontation with an unfamiliar or alien culture.

**Culture Trait:** Individual tool, act, or belief that is related to a particular situation or need.

**Deviance:** Behavior that violates significant social norms.

**Division of Labor:** Specialization by individuals or groups in the performance of specific economic activities.

**Ethnocentrism:** The attitude of prejudice or mistrust towards outsiders that may exist within a social group; a way of perceiving ones own cultural group in relation to others.

**Ethnicity:** A set of cultural characteristics that distinguishes one group from another.

**Exchange:** Individual, group, or societal interaction undertaken in an effort to receive a reward in return for actions.

**Formal Sanction:** Reward or punishment that is given by some formal organization or regulatory body, such as the government, the police, a corporation, or a school.

**Group:** A set of two or more people who interact on the basis of shared expectations and who posses some degree of common identity.

**Industrial Society:** Type of society in which the mechanized production of goods is the main economic activity.

**Informal Sanction:** Spontaneous expression or approval or disapproval given by an individual or individuals.

**Law:** A written rule of conduct that is enacted and enforced by the government.

**Mode of Production:** The system of ownership of the means of production.

**Modernization:** Process by which a society's social institutions become increasingly complex as the society moves towards industrialization.

**Mores:** Norms that have great moral significance attached to them.

**Multiculturalism:** The acknowledgement and promotion of cultural pluralism as a feature of many societies.

**Norms:** Shared rules of conduct that tell people how to act in specific situations.

**Peer Group:** Primary group composed of individuals of roughly equal age and social characteristics.

**Pluralistic Society:** Any society in which there exists a formal division into distinct racial, linguistic or religious groupings.

**Post-industrial Society:** Type of society in which economic activity centers on the production of information and the provision of services.

**Prejudice:** Unsupported generalization about a category of people.

**Pre-industrial Society:** Type of society in which food production, carried out through the use of human and animal labor, is the main economic activity.

**Primary Groups:** Small group of people who interact over a relatively long period of time on a direct and personal basis.

**Psychology:** The scientific study of behavior.

**Reference Group:** Any group with whom individuals identify and whose attitudes and values they often adopt.

**Role:** Behavior, the rights and obligations, expected of someone occupying a particular status.

**Secondary Group:** Group in which interaction is impersonal and temporary in nature.

**Social Institution:** System of statuses, roles, values, and norms that is organized to satisfy one or more of the basic needs of society.

**Socialization:** Interactive process through which individuals learn the basic skills, values, beliefs, and behavior patterns of society.

**Sociology:** The scientific and positivistic study of society.

**Status:** Socially defined position in a group or society.

**Subsistence Strategy:** Way in which a society uses technology to provide for the needs of its members.

**Symbol:** Anything that stands for something else and has a shared meaning attached to it.

**Values:** Principles, standards, or qualities considered worthwhile or desirable.

# RELATIONSHIP OF PERFORMANCE DESCRIPTORS TO NATIONAL AND STATE STANDARDS

The Social Science writing team used many sources in developing the Performance Descriptors. The national standards in all of the social science disciplines were reviewed as well as standards from several states. Our descriptors compare favorably with the national standards and are similar to some of the other state standards. The following has comparisons to national standards in some of the social science disciplines.

**Goal 14 – Political Science** - The performance standards that were prepared for this committee were done so in accordance with readings, suggestions, and examples from national committees and state organizations linked to the study of political science. Specifically, the vision statement and performance statements were written with ideas drawn from the National Council of the Social Studies, "Statement on Essentials of Social Studies," Social Education 45, March 1981, Essential Characteristics of a Citizenship Education Program, NCSS Board of Directors, 1983; National Standards for Civics and Government, Center for Civic Education 2000 (Internet Site); National Standards for Civics and Government, 1994; Center for Civic Education Goals 2000 project, part of the Education Act of 1994; and the 1998 Report for the National Assessment of Educational Progress by the National Center for Education Statistics. Specific state standards were reviewed and used as examples originated with reports issued by Texas, California, Nevada, Wisconsin, Virginia, and Colorado. Of course, the goals, standards, and benchmarks from the Illinois Learning Standards were the main driving element in the scope and sequencing of these statements

**Goal 15 – Economics** - The economic performance descriptors that were prepared for this committee were done so in accordance with reading, suggestions, and examples from the Illinois Council on Economic Education, as well as national committees and state organizations linked to the study of economics.

The Illinois performance standards are strongly aligned to the Voluntary National Standards for Economics, both of which reflect a need for cumulative, progressive understanding of economics. The writers also consulted state standards from Texas, Maryland and Minnesota, however the goals, standards and benchmarks from the Illinois Learning Standards were the main focal point in the sequencing of these Performance Descriptors.

**Goal 16 – History** - The history performance standards were derived from materials developed by the National Council for History Education, specifically Building a United Stated States History Curriculum and Building a World History Curriculum. The writers also consulted state standards from Texas, Nevada, California, as well as the National Standards publications for United States history, world history, and for grades K-4. Writers also drew heavily on the work completed by the Social Science Performance Standards committee in 1998-99 that wrote benchmark indicators, suggested activities, and annotations of student work samples.

The Social Science Performance Standards Committee adapted items from states with mandated curriculums to the appropriate cognitive levels with the Illinois Benchmark Indicators in mind.

# REFERENCES

California Department of Education. History-Social Science Content Standards for California Public Schools.

Center for Civic Education. National Standards for Civics and Government. 2000.

Colorado Department of Education. Colorado Model Content Standards for Social Science Suggested Grade Level Expectations.

Illinois State Board of Education. Illinois Learning Standards. 1997.

Jary, David and Jary, Julia. 1991. The Harper Collins Dictionary of Sociology. New York, New York: Harper Collins Publishing Company.

National Center For History In The Schools. National Standards for History.

National Council for the Social Sciences, "Statement on Essentials of Social Studies," Social Education 45, March 1981.

National Council of Economic Education. Voluntary National Content Standards in Economics. 1998.

National Geography Standards. 1994.

NCSS Board of Directors. Essential Characteristics of a Citizenship Education Program. 1983.

Nevada Department of Education. Academic Standards for Social Sciences.

Texas Education Agency. Texas Essential Knowledge and Skills for Social Studies. 1997.

Thomas, W. LaVerne. 1990. Sociology: The Study of Human Relationships. Orlando, Florida: Harcourt Brace Jovanovich, Inc

**U.S. Department of Education**
*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
*Educational Resources Information Center (ERIC)*

# REPRODUCTION RELEASE

(Specific Document)

SO 034725

## I. DOCUMENT IDENTIFICATION:

| | |
|---|---|
| Title: Illinois Social Science Performance Descriptors, Grades 1-5 | |
| Author(s): | |
| Corporate Source: | Publication Date: 2002 |

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

*I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.*

**Sign here, → please**

| | | |
|---|---|---|
| Signature: Gail Lieberman | Printed Name/Position/Title: Gail Lieberman | |
| Organization/Address: Illinois State Board of Education, 100 North First St., Springfield IL 62613 | Telephone: 217/557-7323 | FAX: 217/782-7937 |
| | E-Mail Address: rearlson@isbe.net | Date: 3-28-03 |

(Over)

## III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

| |
|---|
| Publisher/Distributor: |
| Address: |
| Price: |

## IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

| |
|---|
| Name: |
| Address: |

## V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CHESS
2805 E. Tenth Street, #120
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility**
**4483-A Forbes Boulevard**
**Lanham, Maryland 20706**

**Telephone: 301-552-4200**
**Toll Free: 800-799-3742**
**FAX: 301-552-4700**
**e-mail: ericfac@inet.ed.gov**
**WWW: http://ericfacility.org**

EFF-088 (Rev. 2/2001)